Professional Preparation: Understanding the triad of knowledge, skills and abilities (KSAs) in today’s workplace INF 3900 H

UNIVERSITY OF TORONTO
Faculty of Information
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Course Description

INF (SRM) 3900 - H, "Professional preparation: understanding the triad of knowledge, skills and abilities (KSAs) in today's workplace" is a Type 1 seminar series course worth 0 FCE and is denoted on the student's transcript as CR/NoCR. The course comprises 9 learning modules designed to prepare the student for the transition between the classroom and the workplace.

Workplace-integrated-learning is the umbrella term used to describe educational experiences that combine periods of in-class study with actual workplace experiences. Examples of workplace-integrated learning include internships, practicums, and co-operative education.

As the name suggests, co-operative education describes the three way partnership that is established through negotiation, contractual agreements, and ongoing communication between the student, the employer and the university.
Pre-requisites
- Student must have been accepted into the CCO.

Course Objectives

_In-class learning modules_

As a result of participating in modules 1 through 7, students will know how to:
- produce high quality and tailored resumes
- write job specific, convincing and persuasive cover letters that address the job's requirements vis-a-vis the effective translation of their unique set of experiences and education, as well as demonstrate their knowledge of and potential value to the organization,
- exploit the power of social networking sites for professional purposes.

Students will also be able to:
- communicate professionally specifically in an interview context.

As a result of participating in modules 8 and 9 students will:
- gain an appreciation of the history and educational philosophies underpinning workplace integrated learning through select readings and group discussion,
- develop an appreciation for the connection between workplace-integrated learning and life-long learning through engaging in self assessments and group discussion,
- develop their powers of self-reflexivity and critical observation through role playing, an introduction to ethnographic practices, and other experiential exercises.

Course Learning Outcomes

Upon completing this course students will have:
- expanded the depth and breadth of their professional and scholarly knowledge specifically with respect to their understanding of the wider social, cultural, political, economic and technological forces influencing professional practice.
- (as per the Council of Ontario Universities' Learning Outcomes #7 Autonomy and Professional Capacity).

Relationship Between Course Learning Outcomes and Program Learning Outcomes (as per iSchool website)

MI SLO#2 Students develop knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership, and thereby provide leadership in defining the social responsibility of information professionals to provide information services for all, regardless of age, educational level, or social, cultural, or ethnic background.

MI SLO#6 Students continue in life-long intellectual growth beyond graduation. The Co-Operative program is designed to maximize the student's ability to master the skills associated with independent professional learning.

Structure of Course

<table>
<thead>
<tr>
<th>#</th>
<th>Modules</th>
<th>(Hrs)</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Resume and CV Writing</td>
<td>1.5</td>
<td>IP</td>
</tr>
<tr>
<td>2</td>
<td>Cover letter</td>
<td>1.5</td>
<td>IP</td>
</tr>
<tr>
<td>3</td>
<td>Job Interviews</td>
<td>1.5</td>
<td>IP</td>
</tr>
<tr>
<td>4</td>
<td>Professional Communications</td>
<td>1</td>
<td>IP</td>
</tr>
<tr>
<td>5</td>
<td>Networking</td>
<td>1</td>
<td>IP</td>
</tr>
</tbody>
</table>
### Career Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linked-in Online Portfolio</td>
<td>1</td>
<td>IP</td>
</tr>
<tr>
<td>Introduction to Workplace Integrated Learning (history, educational</td>
<td>1.5</td>
<td>SS</td>
</tr>
<tr>
<td>philosophy, goals, structure)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a learning contract &amp; becoming a reflective practitioner</td>
<td>2</td>
<td>SS</td>
</tr>
<tr>
<td>(ethnographic models discussed)</td>
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**Total in-class time ~12**

### Deliverables

- participation in all 9 modules

### Reading list & recommended materials (samples)

- MI Co-Operative Program Handbook (to be developed)
- Some relevant journals: *Studies in Higher Education; Journal of the Knowledge Economy; Vocations and Learning;*

### Key concepts:

- workplace integrated learning
- situated learning
- communities of practice